

DEVELOPING SIXTH FORM BOYS AS AMBASSADORS FOR ENVIRONMENTAL SUSTAINABILITY

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Abstract

Sixth Form boys from Eton College volunteered to take part in a three-month action research project within their role as *boarding house green reps*. The aim of the project was to provide boys with an opportunity to take on a green (environmental) leadership role in order to develop them as ambassadors for environmental sustainability and, therefore, global citizens. With the technical and financial support of the school, the boys launched an inter-house electricity reduction competition. Historical electricity use for each boarding house was used as a benchmark to compare weekly electricity use throughout November 2015. A combination of qualitative research methods, including formative and summative questionnaires, focus groups and individual interviews, were used to derive key findings. It was identified early on that boys felt knowledge rich, but experience poor with respect to environmental ambassadorship. The project's most significant contribution to the boys' development as global citizens was in providing the opportunity to learn how to engage with, and influence, people on what is often a controversial and politically driven topic. Boys demonstrated transformative development in all four areas of UNICEF's Global Citizenship Framework, which was used in an etic approach to thematic analysis of the data. Significantly, the project also highlighted the need for schools to provide interdisciplinary, participatory and problem-based project opportunities for boys.

Keywords: See **Appendix I** for a glossary. First use of each keyword is italicised throughout the report.

Introduction

Research question: *How might participation in a green leadership team develop sixth form boys as ambassadors for environmental sustainability?*

Environmental sustainability is identified as an area of global importance by the United Nation's (UN) Global Goals for Sustainable Development (UN DEAS, 2014). A consequence of globalisation is that an understanding of local systems is no longer sufficient; individuals need to develop an understanding of global systems. The need to develop green leaders in schools is further supported by an ever-increasing shift towards sustainability leadership in the job market (Schein, 2015). In 2014 a new professional body, The Institute of Corporate Responsibility and Sustainability (ICRS), was established as the United Kingdom's (UK) first professional body for those working in corporate responsibility and sustainability. In 2015, The Guardian's Sustainable Business (Weinreb, 2015) predicted that sustainability will soon be written into every job description, which indicates that this project has significance for career education too.

Eton College is a boarding school for boys aged 13 - 18, located outside London in the UK. A total of 1300 boys live in 25 boarding houses, headed by a *housemaster* and *dame*. Whilst there has been some effort to address environmental sustainability at the individual, boarding house and whole school level at Eton, until recently no formal framework existed to bring these efforts together. Although there are boys who are genuinely interested in environmental issues, their capacity for influence has been limited. This project, therefore, aimed to provide a platform for boys to work together, with the support of a teacher-facilitator, in order to develop their confidence and ability, and to build the case for formal recognition of environmental sustainability by the school.

This research project was undertaken using an action research approach, which is particularly well suited to a project of this nature. A core assumption of action research is that social reality is constructed through the contributions of different participants, each of whom develops a specific interpretation of an event that may vary considerably from others (Posch, 2006). This assumption is supported by Schein (2015), who reports that environmental issues arise differently for people depending on their worldviews. An action research methodology, therefore, is particularly suited to an investigation into the development of boys as ambassadors for environmental sustainability.

Literature Review

The need for global citizenship is internationally recognised. Abilities, values and actions that were traditionally demanded only of governments and the elite are now increasingly demanded of every citizen (Posch, 2006). A priority of the UN's Global Education First Initiative (n.d.) is to "foster global citizenship". According to UNICEF (Crawford, 2013) a citizen is "a member of a community with rights and responsibilities," and being a global citizen "means being informed about issues of global importance and taking action to better one or more of these communities". Challenges posed by modernity, including globalisation, development, overpopulation and distribution of resources, mean that boys need to be prepared for a diverse and changing world, in a way that generations before them were not.

Environmental education is all the more important in a world where over half the human population lives in urban areas, and people are disconnected, physically and psychologically, from nature. People need to understand how actions in cities have consequences elsewhere in the world, and that life in cities is only possible due to the utilization of finite resources outside cities. UNESCO's *Education for All Global Monitoring Report* (2014) highlights the importance of education in a global context to achieve sustainable development. "While threats from hunger and poverty need urgent national action, people need to be educated about environmental degradation in a global context, particularly in rich countries, to make sure those most responsible do not endanger lives in other parts of the world" (UNESCO, 2014).

UNESCO (2014) proposes that education contributes as a means to achieve environmental sustainability in the following ways:

- Improves knowledge and understanding of the environment
 - Promotes and increases political activism that influences policy change
 - Promotes more environment-friendly behaviour
- Helps the most vulnerable adapt to climate change.

Schools should therefore strengthen their efforts to influence attitudes to the environment. Schools with exemplary environmental education programmes in the United States show that such change is possible (UNESCO, 2014). In comparison with a representative sample of other schools, they did significantly better in environmental literacy, due to greater sensitivity towards the environment and improved self-reported environmental behaviour. Internationally, students with higher science scores across 57 countries reported being more aware of complex environmental issues. Similarly, across 29 mostly high income countries, 25% of people without secondary education expressed concern for the environment, compared with 37% of people with secondary education, and 46% of people with tertiary education. In Argentina, China and Turkey, citizens are twice as likely to sign a petition if they have secondary education (UNESCO, 2014).

In addition to the *science* of ecological crises, Schein (2015), argues that fostering ecological worldviews from a psychological point of view is now the only way to make *further* progress towards sustainable development. Despite ubiquitous knowledge about natural sciences there has been little change in the short term economic approach to business that is responsible for these ecological crises. Schein (2015) interviewed 75 sustainability executives in an attempt to explore what shaped their motivation for sustainability. He then organised their responses into four significant life experiences, one of which was environmental education and memorable teachers during their school years. Schools literally have the potential to shape the future of society.

Figure 1 outlines the abilities, values and actions identified by UNICEF that make global citizens. Student-led environmental education initiatives are particularly suited to the development of global citizens, or ambassadors, due to the cross-curricular, open-ended, often controversial, nature of projects undertaken (Posch, 2006).

Knowledge and Understandings	Skills and Processes	Values and Attitudes	Actions
<ul style="list-style-type: none"> • Awareness of diverse perspectives • Economic and political processes • Environment and sustainable development • Globalization and interdependence • Human diversity and cross-cultural understanding • Human rights • Peace and conflict • World geography 	<ul style="list-style-type: none"> • Collaboration and cooperation • Communication, including verbal, nonverbal, written, and visual, in a variety of contexts • Communication with individuals of diverse cultures • Conflict resolution, including the ability to compromise and negotiate • Critical and creative thinking • Media, digital, and information literacy • Multilingualism • Perspective taking 	<ul style="list-style-type: none"> • Comfort with ambiguity • Commitment to social justice and equity • Concern for the environment and commitment to sustainable practices • Curiosity about the world • Empathy for others • Open-mindedness • Respect for the rights of others • Sense of identity and self-awareness • Sense of responsibility for helping others • Sense of unity with individuals and causes within and outside one's borders (solidarity) • Values diversity 	<ul style="list-style-type: none"> • Acts to improve conditions through volunteerism and service • Challenges injustice • Engages in civic duties (individually and collectively) • Establishes goals for taking informed action • Evaluates the effectiveness of action to inform future action • Helps others locally and globally • Takes responsibility for actions

Figure 1. UNICEF Global Citizenship Framework (Crawford, 2013)

It is widely accepted that initiatives based on participation and practical action are effective ways of engaging learners, especially boys (Reichert & Hawley, 2010). Similarly, activities that connect the curriculum to local, tangible problem-solving are more likely to be successful in fostering environmental attitudes and behaviours (UNESCO, 2014). Internationally, innovative programmes are succeeding in promoting the values, attitudes and practical, transferable skills that make global citizens. For example, between 1999 and 2004, Germany introduced an interdisciplinary programme in schools that fostered participatory learning and provided opportunities for students to work together on innovative projects for sustainable living. An evaluation of the programme found that participants had a greater understanding of sustainable development than their peers, and up to 80% of the students said they had gained transferable skills (UNESCO, 2014).

The importance of a flexible, boy-led initiative is supported by Reichert and Hawley (2009), who performed an international survey of teachers and boys into successful pedagogy for boys. A recurring theme was that boys “elicit the kinds of teaching they need” (page 2). An open, reflective and flexible approach to this project would therefore be more likely to engage the boys involved and, of course, this also suited the action research methodology. In fact, to build on the outcomes of Reichert and Hawley’s (2009) study, an understanding of the best ways to engage and support boys would be crucial to the success of this project, due to the challenging nature of engaging a complex institution on issues of environmental sustainability. Boys may be confronted

with difficult situations in boarding houses, with respect to their peers and even adults (*House Masters, Dames* and support staff). Developing a good relationship as their facilitator and providing a strong support network (Stringer, 2013) would help boys feel more confident to take risks and tackle problems as they arise. The organisation and implementation of a boy-led campaign would also transitively contribute to the development of boys as global citizens and, specifically, as ambassadors for environmental sustainability.

Research Context

Eton College is a highly academic, boys' boarding school for boys aged 13 to 18 years old. The school offers a diverse and rounded education with the central aim of providing what is best for the boys in its care. Eton welcomes talented boys, whatever their background, and can offer significant financial support to those who need it. The College's 1300 boys are housed in 25 boarding houses, each house having a certain amount of autonomy and its own personality. This makes for an incredibly complex school community.

Sixth form green reps from each boarding house were recruited on a voluntary basis over the course of the 2014/15 academic year. The resultant group of 29 boys were invited to take part in this action research project during a meeting that outlined the opportunity offered and the commitment required. Ten boys signed up by means of completing a preliminary questionnaire, which also served as a proxy for their consent. The voluntary aspect of their involvement was key to the principles of the action (Stringer, 2013). The parents of these boys were then informed by email, assured of their sons' anonymity and given the option to opt out of the use of photographic and video material. My relationship to these boys is as master-in-charge of environmental education and sustainability, although I happen to have taught more than one of them, and have worked with them during other school activities.

The Action

The green reps met once a week to devise and implement a project. After much discussion and with support from the school, technically and financially, the boys launched an inter-house electricity reduction competition. Historical electricity use for each boarding house was collated (by the school's Buildings Manager), and used as a benchmark to compare weekly electricity use throughout November 2015 (readings were taken manually and provided by the school's Buildings Department). The school offered a financial prize to the house with the greatest percentage of energy reduction. The end of the competition coincided with the 2015 Paris Climate Conference (COP21) and the UN Framework on Climate Change (UNFCCC) summit, which boosted the relevance and significance of the competition considerably.

Action Timeline:

In Weeks 1 - 4, boys brainstormed different projects they might pursue, along with issues around building the reputation and impact of green reps.

In Week 5 the boys were visited by Peter Baily, leadership coach for The Kairos Project, an experience-based coaching organisation for leaders in Non-Governmental Organisations (NGOs) and charities. Peter ran a workshop to explore in more depth what leadership meant for boys. A nice surprise was that Peter's methods resonated with the action research methodology. He made it clear he was not some sort of guru who would tell them how to become good leaders, but that there were leadership traits in each of them and it depended on how they themselves defined these traits. This workshop was intended to prepare boys for leadership in houses during the electricity competition.

Weeks 6 and 7 were dedicated to preparing for the launch of the competition. This included making a poster and resource pack for green reps to use in houses to promote the competition during their first *prayers meetings*. Boys held their first prayers meetings in Week 7. I held two focus groups after these meetings, both of which were filmed, to formatively assess how the project was going for them.

Weeks 8 - 11 saw the launch of the competition. Meetings became dedicated to processing meter readings and creating the weekly website and email bulletin. This was when I saw the boys really engage with the project and the competitive element took hold. Boy C proactively took on the role of producing a *bumps chart* showing the ranking of houses based on percentage decrease in electricity use. Boys A, G and D never missed a meeting and took the lead in producing email bulletins, working collaboratively using Google Docs. Back in houses the boys gave updates about the competition during prayers meetings. It became clear during data analysis that the experience was quite immersive for some boys, something they thought and talked about continuously for this period of time. It was clear that a lot more went on in houses than I could possibly record or monitor as the boy-led nature of the competition really took hold.

In Week 12 the winning house was announced and the remainder of term was dedicated to summative individual interviews.

Data Collection

The project took place from September to December 2015. Data collected were qualitative, as I was researching the impact of the project on how the boys *felt* about their development as ambassadors for environmental sustainability, and therefore I sought rich descriptions from them. *Google Forms* was used for the preliminary questionnaire to gain boys' initial thoughts about the concepts of environmental ambassadorship and global citizenship. Two focus groups were used as a means of formative assessment half way through the project. These proved unexpectedly valuable in highlighting what boys felt they needed to continue to do to develop their role as respected leaders. This included not wanting prayers meetings filmed by me, or for house masters to undermine their authority either by lack of support, or too much support. The importance of the boy-led element of the project was made clear here. Summative data collection consisted of voice-recorded individual interviews. My critical friend was involved throughout, reviewing material and giving advice at key points. Video and voice-recording technology was used to reduce bias in interpretation

of data. Questionnaire transcripts, interview footage and voice recordings are accessible on request to provide evidence for the veracity of the study. Prolonged engagement over the course of the project contributed to participant commitment and therefore to the credibility of the study (Stringer, 2013).

Data Analysis

Questionnaire data were collated and voice-recordings typed out verbatim. As per Stringer (2013), I used a combination of categorizing and coding, plus analysis of key experiences. In order to address the research question, the data were initially analysed using an etic approach in the context of UNICEF's Global Citizenship Framework (Figure 1). The four broad themes: knowledge and understanding; skills and processes; values and attitudes; actions; were used and typologies falling within each of these categories identified. When writing up findings, it became apparent that these categories were not mutually exclusive and overlapped with each other, making rigorous defining of parameters difficult. However, I decided this did not matter for the purpose of this analysis. I endeavoured to include perspectives of all boys involved, using the language and terminology employed by boys, in order to avoid bias and enhance the rigour of the research. The use of several different sources of information allowed different dimensions of data to be captured.

Discussion of Results

It was clear from the outset that the group was engaged with issues surrounding environmental sustainability. As Boy A put it, "I already had that kind of environmental consciousness about me." Nine out of ten boys described an effective ambassador to be "someone who can *inspire* others to *change* perspectives and induce *action*" (Boy H). When asked what they felt they needed to become effective ambassadors *all* boys wanted more practical experience: "A big project to sink my teeth into!" (Boy H).

Impact on knowledge and understanding

Seven out of ten boys already felt quite strong in terms of a holistic understanding of the issues. Boy K emphasised the need for "economic viability to any project" and as such exhibited appreciation of diverse viewpoints and economic drivers involved. Boy K also exhibited a globalised outlook: "I am more about the bigger picture. Turning lights off in my room when I am gone for 15 minutes is not going to save the world. For me, it is about developing the technologies to allow people to use as much energy as they want without damaging the environment. For the future, humans are not going to be using less energy, they will be using more, and so we need to find a way of making that possible."

The key benefit of this project was in developing understanding of how to engage and influence people. Boy K said: "The leadership side was good, learn the best ways to get through to 13 - 18 year olds.". Boy D said: "I knew about the environmental issues obviously, but I didn't know a lot about actually doing something to try and address them in some way. This was the first time I've done that. It throws up all these problems, not

really to do with the environment at all. Just sort of dealing with people and trying to get them on board. They are skills that I didn't really associate with it". Boy E reflected that "it is easier and more effective to change human habit than make a human change their opinion." Boy E also exhibited a globalised appreciation: "If you look at those numbers, 39 - 41% [reduction in electricity use] that's nearly half. If the world did that we wouldn't have an issue. You have to look at it on a social level, rather than a person to person level." He also recognised that "it's great to get people (to) change their habits but if we can get them to think about what they're doing it might also be their outlook to life which changes which would be a much bigger change overall."

Six boys showed evidence of developing an appreciation of diverse perspectives and an understanding of what motivates people. "We discussed something that specifically helps the environment, e.g. adopting a rhino or something like that, but I think a lot of people would get switched off if we did that" (Boy A). All boys recognised the importance of the competitive element: "It wasn't so much about the moral cause, the moral reasons were there beforehand. The competition brought it to the forefront of people's minds" (Boy H). Boy H also recognised the importance of reputation, noting that "for *F Block*, they are going to think that green reps are the coolest thing". Boy K looked ahead, commenting how "it's a really important message for life anyway, when you go to university when you have to start paying for it [electricity]."

Impact on skills and processes

When asked whether they felt they had developed as leaders, five boys responded positively. Seven boys commented on the importance of prayers meetings as a platform for communication. Boy D reflected, "It's not like a regular prayers. I'm proposing an idea, I'd like you to join in. That's quite different, quite scary in some ways because it's not just public speaking. You're making yourself quite vulnerable". Boy C pointed out that it was challenging, "because it did have stigma, unlike something like sport where people are much more conventionally interested in it and it already has a place in prayers meetings and has done for a long time. This is something new so it probably would have had difficult reception with older *blocks*." Boy G, a particularly shy boy, said that "getting up and talking in front of people got easier over the course of the month" and when asked if he would like to do something like this again replied, "Yes, definitely. I've got the experience now". Boy K highlighted a problem with conflicts of interest: "As the green rep I didn't want to put too much pressure on people in case they thought it was just the *House Captain* being a bit annoying. Kind of a conflict of interest because I was trying to keep everyone happy, but at the same time I also wanted them to stop doing it [leaving their lights on]". For two boys the project provided an opportunity to work with boarding house staff in a completely novel way: "The Dame and *Boys' Maids* were amazing. They were writing boys names down to help me" (Boy K). However, the opportunity to work with different stakeholders seems to have been missed in another house: "The staff, they either didn't know or didn't care" (Boy E).

Impact on values and attitudes

The project's biggest impact was on boys' self-belief in their ability to facilitate change. Boy D thought the project went, "honestly, a lot better than I expected. I thought there would be more resistance to it."

Reputation emerged as a key limiting factor to the extent that boys would engage with their role as a green leader. Boy K said, "[By Week 4] I thought I don't want to put my neck on the line here too much with the naming and shaming." However, being part of a team helped: "I'd get quite worked up about something like that [prayers announcements]. I'd be paranoid about it, how am I going to say this? Am I going to look awkward? But I just said this is what we're doing, this is what we hope the effect will be, this is what we'd like you to do. It was simple and I just relaxed. It was a good personal lesson" (Boy D).

Impact on actions

All boys expressed surprise at how well the project was received and the impact it made. "You saw how big a difference we made in the end just after one month, just how much difference we made as a group of people" (Boy A). "Surprisingly people were still turning their lights off [after the competition ended], a month was sufficient amount of time that it became habit" (Boy H). "I'm definitely much more optimistic now after how much of an effect we had" (Boy C). All boys enjoyed being involved in the project. "It was fun, even though we came second in the end. We had enforcers on each corridor with green arm bands. That was a lot of fun! We were constantly thinking how we can get people to actually do this" (Boy H). This feeling of enjoyment and success was significant, it opened their eyes to what is possible and played a part in building confidence and reputation, and therefore effectiveness as ambassadors. For one boy the project provided an environment to try out ideas and where it was okay to fail: "I've gotten better at discussion based thinking, and achieving goals. It sounds corny but it's not, we actually had to think up what we were going to do and find a way of doing it, which failed a couple of times, but in the end we finished something which worked and which people valued" (Boy C).

Boy A couldn't identify himself as an ambassador. "I didn't really feel a responsibility as a *green rep*, I was just genuinely intrigued about how people were [responding], what their house was doing, how it was going down." Yet, Boy A evinced ambassadorship without realising it. He went on to say, "I'm interested in how to push this on to different schools, through maybe giving talks. But before that I needed to do something before I could give those talks/give advice." This suggests the project has been effective in developing ambassadors/global citizens, even if they might not realise it. All boys demonstrated the desire for the action to continue: "We have to keep a constant presence. We need to make sure the school is conscious about what we're doing" (Boy A). Boy K reflected, "In 10 years' time, if Eton invests in the same way that domestic houses will and they update boarding houses as I think they will, we'll have things like smart meters in houses,

you'll be able to identify which boy is using what. One of the big challenges was getting estimates for each house, in the future this will be easy, that will be a huge help.”

Conclusion

This project has been effective in developing boys as ambassadors for environmental sustainability. It was identified early on that boys felt knowledge rich, but experience poor with respect to environmental ambassadorship. The project's most significant contribution to boys was in providing the opportunity to learn how to engage with and influence people on what is often a controversial and politically driven topic. All boys demonstrated transformative development in all four areas of UNICEF's Global Citizenship Framework (Crawford, 2013), although not necessarily in the same areas. One boy felt his role as a leader within the house didn't change: “It just meant I said a few things in *prayers*, maybe a few boys came and asked me questions about it, but that was it. Nothing really changed” (Boy B). This may have been because he already carried a leadership position within the house (this boy is house *Captain of Games*). However, he went on to say that “I would consider myself a more effective ambassador for the environment now that I've had an actual position of, almost authority, but I wouldn't use that term, more like position to be able to tell people, a sense of authority or responsibility to tell people.” This indicates he used his leadership skills for a new purpose. The project, therefore, provided boys with no formal role in the boarding house an opportunity to develop leadership skills, and existing leaders with the opportunity to employ them in a new way.

Seven boys suggested that the impact of being involved in the project will be sustained. Six boys exhibited the desire to continue to inspire people to change, as it “gives us an idea of future projects, next time we throw something at them, how they'll respond” (Boy F), and had an appreciation of what would be successful in achieving this: “mini-competitions”; “make it enjoyable”; “get people talking about it”; “make it a positive experience on their lives, rather than a slight nuisance”; and “give it good press.” Three boys had an appreciation of the wider ramifications: “A lot of people here will definitely go into business, if they start running companies and think about making their company a green company, that's going to make a much larger difference than anything they will have achieved by switching their lights off here” (Boy E).

Implications of findings for future research and practice

This has been the first full cycle of an action research approach. Figure 3 shows emerging considerations that could be pursued in future cycles.

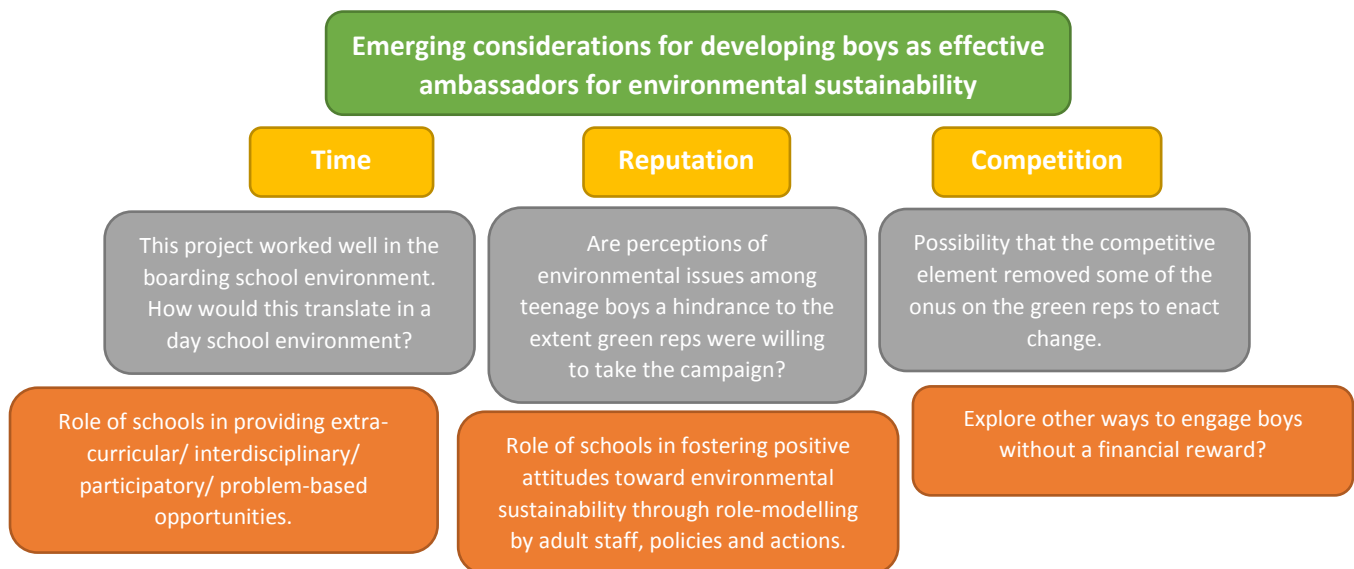


Figure 3. Concept map of emerging considerations for developing boys as effective ambassadors for environmental sustainability.

A possible weakness in the project emerged during individual interviews with boys. The competitive element, which engaged the school so well, may have acted to remove the onus on the green reps themselves to inspire change. Six boys identified that the competition angle was key to other boys’ engagement, rather than attributing the change to their own actions. Boy A said, “Everyone was self-motivated, they didn’t really need pushing on.” Four boys did attribute credit to their role. Boy H recognised his role in getting a critical mass involved: “Without that kick the competition wouldn’t have worked in our house. It was catalysed by us.” Perhaps the competitive nature served to facilitate the role of the green reps in a way that just wouldn’t have been as successful otherwise. It was the green reps themselves who suggested the school needs to provide an incentive, revealing the inherent motivation that competition provides boys. It would be interesting to see the difference in:

- a. engagement of boarding houses without the financial incentive;
- b. engagement of boarding houses without the competitive element;
- c. development of green reps without the crutch of the competition to lean on.

On the other hand, it is pragmatic to include incentives since this is what happens in the real world to drive social and habitual change. Community-based conservation work in East African villages is incentive driven (Ruaha Carnivore Project, 2015). Significantly the project corroborated the need for schools to provide interdisciplinary, participatory and problem-based project opportunities. In the preliminary questionnaire Boy E lamented that while he would consider himself “active in helping on matters of recycling and sustainability, due to a lack of a centralised effort [was] somewhat unable to get the desired response.”

Reflection Statement

The project has transformed the way I think about environmental education and my teaching in general, namely that I am a catalyst and facilitator (Stringer, 2013) in stimulating environmentally sustainable practices and fostering learning. As trainee teachers we learn plenty of pedagogical theory, but the early years can feel more like firefighting with little time to reflect. Six years into teaching, enrolment on this programme came at the perfect time in my career. The action research approach is so completely relevant for teaching that I can hardly believe it wasn't in the forefront of my mind in the first place. This mind-set is now fully integrated into the way the green leadership team operates, even if this means that 'progress' does not seem efficient (a lot of meetings were spent going round in circles). The project itself threw me into a situation with multiple stakeholders, requiring considerable management skills. One challenge was in letting go of control and trusting the boys to get stuck into it in boarding houses. My fears proved unfounded and showed how ownership drives motivation. Of course, the ultimate reward for participating in this program was the response of the boys: "In terms of the human side to it. I knew about the environmental issues obviously, but I didn't know a lot about actually doing something to try and address them in some way. This was the first time I've done that" (Boy D). It is this appreciation of human nature that has made this project so successful in developing global citizens.

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Appendix I: Glossary

<i>Green rep</i>	A volunteer boy from each boarding house, usually sixth form, whose role is to promote environmental sustainability in the boarding house and engage with schoolwide projects.
<i>Boarding house</i>	One of 25 houses in which 50 or so boys live during term time.
<i>Prayers meeting</i>	Daily meetings in boarding houses used for making announcements by the house master/dame/boys. Sometimes used for entertainment purposes like debate, music and drama. Note, there is no longer a religious basis for these meetings.
<i>Bumps chart</i>	A graphical representation of a <i>bumps race</i> , traditionally used to map rowing races in which a number of boats chase each other in single file to catch and “bump” the boat in front without getting caught by the boat behind.
<i>House master</i>	The adult member of staff who stands <i>in loco parentis</i> for the boys in a boarding house.
<i>Dame</i>	Adult member of staff who assists the house master in running the house. Has particular responsibility for the health of the boys and administration of domestic affairs.
<i>Boys’ Maid</i>	Adult member of staff who cleans boys’ rooms and oversees the boys’ tea.

<i>F Block</i>	Entry year to the school (Year nine, 13/14 years old).
<i>Block</i>	Year group (Eton's year groups run F, E, D, C, B, youngest to oldest).
<i>House Captain</i>	The senior prefect of the boarding house.
<i>Captain of Games</i>	A senior prefect, elected for sporting achievements in the boarding house.